

Resourcing And Support For Careers Advisers In Secondary Schools In Canterbury, New Zealand.

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Abstract

Fifty-three careers advisers in Canterbury secondary schools in New Zealand were asked to complete a questionnaire, assessing their perceptions regarding current levels of resourcing and support for careers advisers in secondary schools. Forty-five returned completed questionnaires, of which ten respondents were male and 35 were female. All were registered teachers.

Although there was overall agreement that resourcing had improved over time, the respondents were evenly divided in their opinion that current levels of resourcing were adequate for them to effectively perform their job.

Larger schools, in terms of pupil numbers, were better resourced. They had more teaching and ancillary hours for careers.

The single most restrictive factor, which was identified as hindering careers advisers from completing their jobs satisfactorily, was time.

An analysis of both qualitative and quantitative data has been used to examine present conditions in careers centres in Canterbury secondary schools.

Introduction

According to the glossary contained in a copy of Transition Education, published in 1987, the term “Careers Adviser” means:

A teacher with the time and monetary allowance to help students acquire knowledge about work, through career counselling and class programmes (Daley & Moorhouse, 1987, p.14).

As part of my role as Liaison Officer within a tertiary institution, I predominately work with external and internal clients, with a variety of agendas. One of my major external client groups is senior students in secondary schools. I work primarily with students approaching school leaver status. In order to access these students, I must work with careers advisers in secondary schools. My job has taken me to a wide range of secondary schools throughout New Zealand. During my visits, I have informally observed perceived difference in levels of resourcing and support for careers advisers.

My preliminary prediction was that there were differences in resourcing between and amongst careers centres in secondary schools in Canterbury.

Through the use of a research questionnaire, careers advisers in Canterbury secondary schools were asked about their own work environments in relation to current resourcing. By gathering data relating to the careers advisers’ full and part time employment status, allocated hours of work for careers per week, additional areas of responsibility (e.g., additional curriculum-teaching roles and extra-curricular commitments), the total number of staff in the careers centre, current funding models and the size of the school, I was able to establish the current resourcing for each school and then make comparisons within and between schools with regard to resourcing.

In addition, I questioned the careers advisers about their perception of the adequacy of access to professional development, time allowance for careers, access to Internet facilities, physical space, present resourcing and their perception of resourcing having improved or not improved over time. I also questioned them about the ability to meet individually with senior pupils each year (senior pupils = Yr. 11-13). The questionnaire used is included as Appendix A.

1. Background

When considering the development of our present day careers adviser's positions in secondary schools in New Zealand, we must first look at how these positions have developed.

As early as 1913, guidance services were being provided for individuals via the YMCA. During the depression, Technical Colleges began to show an interest in guidance services and some cooperated with the YMCA (Winterbourn, 1974).

Furthermore, guidance in secondary schools in New Zealand can be traced back to the early 1930's where it emerged as a rather undefined or informal arrangement dependent on the pastoral relationships between teachers and pupils.

Employment difficulties in the 1930's highlighted the need for guidance for school leavers entering the workforce and the Vocational Guidance Service was created. Further to this initiative, in 1948 regulations were introduced which provided for the appointment of careers advisers in all state secondary schools with rolls of 200 or more. To coincide with this initiative the first appointments were made to what would eventually become the Department of Education's Psychological Service.

Increased school roles, teacher shortages and an expansion of the school curriculum during the late 1950's, resulted in a pilot scheme where two schools were granted a new

position involving increased time allowance and additional staffing for counselling purposes. By 1966, the Government was making decisions to authorise the establishment of a guidance counselling service for secondary schools.

By 1971, in state secondary schools there were:

- 265 Careers Advisers
- 53 official guidance counsellors, each attached to one school and responsible for the careers work for pupils of their own sex
- Two official guidance counsellors working with more than one school and with no responsibility for careers work
- Two guidance teachers shared by more than one school and working especially in the home/school situation
- Eleven unofficial “guidance counsellors” appointed by schools from within their own staffing resources and with varying status and varying responsibilities for careers and other work (Education, 1971).

The late 1970's saw rising levels of unemployment in New Zealand making considerable impact on society. Schools responded by providing work exploration and job seeking skills courses for those students defined as being most at risk of unemployment. Senior student numbers in schools began to grow as students stayed at school longer. There was an increasing demand for schools to provide a wider range of programmes and more extensive links with employers in order to assist the growing number of senior students seeking assistance with the transition to employment (Daley & Moorhouse, 1987).

These social conditions continued to compound, and in response to the increasing demands, a 24 million dollar package was announced in December 1987 for school-to-work transition funding. Mr Goff, then the Associate Minister of Education under the Labour Government, announced a 500% increase in funding to schools, spread over two years, to allow for an additional 170 teaching positions. In an article entitled *\$24M education package announced* published in *The Christchurch Press* (Luke, 1987) Mr Goff described transition and careers education in secondary schools as “The fence at the top of the cliff”, and reflected on access training schemes of the time as “The ambulance at the bottom” (Luke, 1987, p.3).

Mr Goff acknowledged that the choosing of a career was a much slower process than simply a few hours of vocational guidance at the end of School Certificate examinations. The motivation behind the financial injection was to assist pupils to make decisions before they left school.

The idea is not to wait until a student has dropped out but to provide positive alternatives within the formal education system (Luke, 1987, p.3).

Further to the above, the national education system in New Zealand has undergone a significant period of change over the last twenty years. With the introduction and implementation of *Tomorrow's Schools* in 1989, the radical devolution of power from a centralised function of the National Department of Education in Wellington, to localised control for schools via boards of trustees (BOT), has seen increased decision making capacity in the hands of local schools and communities. The responsibility for governance and management of secondary schools now rests firmly at a local level.

These reforms shifted substantial financial and administrative responsibilities from the former Department of Education and Education Boards to staff and trustees at individual schools (Wylie, 1997, p.43).

The Ministry of Education developed a new national framework known as the New Zealand Curriculum Framework in 1993. It proposed comprehensive changes to the administrative structures of schools and the nature of the school curriculum (Jesson, 1995).

In 1991 Dr Lockwood Smith, then Minister of Education under the National Government, released plans for the comprehensive reform of school curriculum that would:

Bring our schooling system into line with the needs of the 90's and the 21st Century and the imperatives of the modern competitive international economy (Education, 1994, p.6).

In the publication, *Education in the 21st Century*, Smith presents his belief that in order to participate in the modern world, there was need for a new culture of enterprise and competition, with greater emphasis on core areas, the recognition of new technologies, emphasis on skills development, and the need for internationally competitive academic standards (Peters, 1995).

The development of the new curricula was linked with the achievement initiative announced as part of the Education for the 21st Century policy, and was seen as a way to bridge the perceived gap between student academic performance and the future economic, political and social needs of the country (Aikin, 1994).

Concerns arose and tension mounted as divergent views of education emerged. Anxieties relating to the control of education became apparent. The view of education in the 1970's and 1980's was one of using education as a catalyst for achieving social equity, whereas the philosophical direction of education for the 1990's and early 21st Century was as a contributor to economic growth. One interpretation of the new direction in education was the view that education would be used to enhance the interests of big business in New Zealand (Snook, 1991).

Since the 1990s' change has been a regular feature of the nature of education in New Zealand schools. Major change has been directly linked to schools' organisation and management (McGee, 1997).

Along with the administrative and curriculum changes has come the progressive introduction of National Education Guidelines.

The National Education Guidelines were established in 1990, revised in 1993, 1996 and 1999. Sections 60A and 61 of the Education Act 1989 give them effect.

The National Educational Guidelines have three components:

- The National Educational Goals
- The National Curriculum Statements
- The National Administration Guidelines

The National Educational Goals establish a common direction for education within New Zealand. The National Administration Guidelines support learning and assist schools to work towards the National Education goals. National Curriculum Statements are based on the principles, essential learning areas and essential skills of the New Zealand Curriculum framework (Ministry of Education, 2000).

Within the National Educational Guidelines there is a clear reference to careers education. One administrative guideline introduced in 1999 is specifically related to careers education with a focus on inclusiveness for all students attending secondary school. Up until 1999, careers education had been primarily designated a senior school activity. As a result of the 1999 addition, teachers are now required to introduce units of work to younger students.

From the year 2000 it has become mandatory for careers education to be delivered to Year 7 pupils and above (Education, 2000).

2. Current Situation

Schools are now considered to be self-managing, in that they operate within the parameters of the prescribed National Educational Goals and Administrative Guidelines. Schools operate in partnership with students, teachers, school management and the community.

How schools organise their internal structures however, is over to the school management team, as long as they are seen to be adhering to the above National Educational Goals, Administrative Guidelines and Curriculum Statements.

When looking at the area of careers in the context of organisational structure, some schools provide a counselling centre, careers centre and transition centre. Some schools have one staff member who is responsible for the needs of students, encompassing all three functions. There is considerable overlap between careers counselling, guidance counselling and transitions. Some schools delineate between the three, and some organise the functions of all three into one service, with varying levels of staffing.

To add to the complexity of the current scene, another factor that is impacting on the current work environments for careers advisers is the expansion of information technology. Many of the resources that are now available to teachers for use in units of work are Internet or compact disk based. These new technologies require additional skills before there can be effective utilisation and integration of the new resources.

In order to effectively utilize the new career-based resources, careers advisers must first compete for funding.

Competition for funding within schools is significant and as a result of this competition, not all students are exposed to the same level of resourcing within and between schools. Some areas are seen to take priority over others, depending on the schools' special nature and the emphasis it places on specific areas of education.

Some would argue that along with the implementation of administrative and curriculum changes has come an additional agenda to relocate teachers within the labour force.

Denise Murfitt, in her thesis entitled, *The Implementation of New Right Reform in Education – Teachers and the intensification of work*, argues that the new administrative demands have seen the imposition of longer hours, less attention to the pastoral and learning needs of students and a greater demand to be accountable on paper. These factors have resulted in an increase in personal burnout for teachers and a system failure (Murfitt, 1995).

Today schools have, more than ever, the power to be decision makers in terms of priorities for staffing and resource allocation. In addition, they are also faced with tighter accountability requirements in combination with increased administrative demands and escalating social, community and parental expectations.

3. Courses, Qualifications and Providers

Adding to the complex nature of the national careers scene is the compounding proliferation of providers of further education and training within New Zealand.

Traditionally, further study options were restricted to local Universities, Polytechnics or Training Colleges. Now there is a mass of options for further education and training. In 2000 there were 53 ITO (Industry Training Organisations) offering choices within New Zealand (Elkin & Sutton, 2000).

Private sector organisations are providing courses that offer unit standards in direct competition with state secondary schools. Schools are now faced with the need to market themselves in order to attract and retain sufficient student numbers and in turn receive adequate funding from the Government.

The New Zealand Qualification Framework, an official body responsible for registering courses and qualifications, allows for the gaining of unit standards from an ever-increasing number of providers. These unit standards allow an individual to create their own portfolio of achievements.

Individuals decide where they will enrol for study. Currently there is more educational choice than ever before on the national scene.

4. Statement of Aims

Through conducting this investigation, I aimed to:

- Examine the historical development of careers in secondary schools
- Clarify the National Educational Guidelines for careers in secondary schools
- Determine present levels of resourcing within each Canterbury secondary school, in relation to staffing, time allowance, workload, physical space, professional development, Internet facilities and overall resource adequacy
- Investigate perceptions relating to resource provision for careers advisers in Canterbury secondary schools
- Establish the implications of the current situation

- Draw conclusions
- Present recommendations for future change.

Methodology

1. Questionnaire – Development and Design

A series of questions that would form the basis of a questionnaire were initially created in consultation with educational colleagues at the tertiary institution where I work. Those involved in the initial discussions were part of a team dealing specifically with external clients. Their job was to assist those investigating study options and career pathways.

Informal discussions were also held with staff from three neighbouring tertiary institutions. In addition, informal discussions were held with careers advisers in secondary schools.

After investigating several designs and formats for a questionnaire, I tested a draft model for clarity, applicability, suitability and comprehensiveness with a colleague from within the tertiary institution where I work. I then took a draft of the questionnaire to a meeting with my supervisors at a neighbouring tertiary institution. After two re-drafts and further consultation with my supervisors a final draft of the questionnaire was completed. The final form of the questionnaire allowed for the collection of both quantitative and qualitative data.

2. Sample

I selected a distribution list for the questionnaire of all careers advisers in the Canterbury region, 53 in total.

3. Procedure

In order to obtain maximum success in terms of return rates of the questionnaire, initial contact with all Canterbury secondary school secretaries was made via fax. The fax requested the school secretary to return by fax the names of the current Head of Department (HOD) for careers.

With the returns I was able to create an accurate database for the Canterbury region of key personnel who formed the basis of my sample group.

Following the creation of the database of names, I personalised initial correspondence to the HOD. This correspondence contained a letter introducing myself as a final year M.Ed student and the purpose and nature of my investigation. A copy of this letter is included as Appendix B. The correspondence also contained a copy of the questionnaire (included as Appendix A) and a pre-addressed, pre-paid return envelope.

The total number of questionnaires distributed was 53. Within two weeks of the initial distribution date, 35 of the 53 questionnaires were returned (66%).

After meeting with my supervisors I re-contacted all non-respondents and requested that any questionnaires still outstanding be returned. I modified the questionnaire form to include a fax back number rather than a postal return and sent it to those HOD's who had not responded. One week later I had received back 45 of the 53 forms originally distributed, an 85% response rate.

3.1 Additional Interviews

Throughout the course of the investigation, as new information came to light, I recognised the need to interview additional individuals with regard to the area of careers in secondary schools in Canterbury. I saw the need to gain supplementary viewpoints

from individuals who had an interest in the resourcing and support for careers advisers in secondary schools in Canterbury.

My intention was to gain information that would fill in gaps with regard to the historical evolution of the current situation, the actual Ministerial regulations and requirements, and the current local scene. In order to achieve this I conducted 5 interviews.

The first interview was conducted via telephone with a local Ministry of Education staff member. As a result of this interview, documentation relating to national guidelines for careers education in secondary schools was obtained.

The second interview was conducted face to face with a former secondary school careers adviser, who has worked at a number of roles in local secondary schools at classroom level, and senior management levels during the 1980's and 1990's. She is currently in a management position with a local tertiary institution. She was pivotal in working with the Labour Government in 1986 and was instrumental in achieving the \$24 million dollar funding package spread over 2 years in 1987 for transition and careers funding in schools. She was able to provide valuable insights into the historical development of careers education within New Zealand.

In addition to the above interviews I conducted a third interview via telephone with a female Principal of a Canterbury secondary school. She had previously been a classroom teacher and had also worked as a careers adviser in a local secondary school. She was able to share her perspective with regard to resourcing and support in her school from a management and leadership point of view.

Furthermore I conducted 2 informal face to face interviews with three colleagues who work in the area of school and community based liaison for local tertiary institutions. I asked for their opinions with regard to current levels of resourcing and support for careers in local secondary schools.

The Information gathered from these interviews was then woven into this document.

3.2 Analysis of Data

The data collected from this investigation was both qualitative and quantitative in nature.

In order to rationalise the qualitative data gathered via the questionnaire, I thoroughly reviewed the respondents' comments, searching for certain key words, common phrases, patterns and ways of thinking. I recorded words and phrases that represented topics and patterns. These then formed the basis of coded categories that I refined into my themes for discussion.

As a result I grouped and categorised the data.

Furthermore, when examining the data that lent itself to quantitative analysis, with the assistance of one of my supervisors, statistical analysis was applied to the data. I then generated graphs and formulated tables that allowed for the comparison and contrast of relationships and the clarification of important issues.

Most respondents completed the questionnaire comprehensively, however some did not provide responses to every question. The level of response to questions is indicated in the findings and discussion section of this document.

3.3 Associated Research

In addition to the gathering of information via questionnaire and interviews, I also conducted an extensive literature review. Material for this review was sourced via a range of locations. The majority of the literature I reviewed was from University and local libraries.

Searching the Internet resulted in the discovery of material that could be utilized for international comparison.

I also developed links with a local careers service to access overseas journals that were not available in local libraries.

The above activities added to my knowledge base and assisted me in the development of this document.

Findings and Discussion

In order to clearly present my findings and engage in meaningful discussion, I have ordered this section in the following manner.

I have begun with an overview of the participants and called this overview *Respondent Profile*. I have then presented a *Correlation Matrix*, which reflects the possible combinations of correlations between pre-defined variables. Some of the variables contained within the matrix have been further defined as themes and subsequently explored under the headings of *Staffing*, *Professional Development*, *Time Allowance*, *Internet Access*, *Physical Space*, *Individual Meetings With Seniors*, *Budget And Funding*, *School Culture*, *Improved Resourcing Over Time* and *Overall Adequacy Of Resourcing*.

In each theme I have presented information using the following sub-headings:

1. Expectations
2. Literature Review
3. Findings
4. Respondent Reactions
5. Implications

Under the sub-heading of *Expectations*, I have outlined my preconceptions in relation to the theme being explored. The sub-heading *Literature Review* refers to background research projects and publications related to the theme that I am exploring. The *Findings* sub-heading allows me to present both qualitative and quantitative data associated with the theme under exploration. In *Respondent Reactions* I present mainly qualitative data related to the theme, which is complemented with further discussion. Finally, the *Implications* sub-heading allows me to bring together my comments in relation to all the subheadings. Here I examine my past and present knowledge and develop inferences.

1. Respondent Profile

Of the 45 respondents, 10 individuals (22%) were male and 35 (73%) were female.

All careers advisers based in secondary schools in Canterbury were also registered teachers (100%).

Of those employed as careers advisers, 72% were employed full time while the other 28% were employed in a part time capacity.

Furthermore, 93% of all the careers advisers had a curriculum-teaching load in addition to their careers role.

Moreover, 20% of all the careers advisers surveyed were also the school guidance counsellor and combined the two roles as part of their workload.

2. Correlation Matrix

In order to investigate the relationship between variables a correlation matrix was generated (see table 8 on the next page).

A correlation describes a relationship between two variables. A positive correlation exists when high scores on one variable are paired with high scores on the other variable. A positive correlation reflects a direct relationship between the two variables, however, when interpreting correlations it is important to remember that a high correlation does not necessarily indicate that a casual relationship exists between the two variables (Huck, Cormier, & Bounds, 1974).

[illegible]

2.1 Definition of variables

X1 = Hours for careers.

X2 = Hours for transition.

X3 = Hours for work experience.

X4 = Hours for counselling.

X5 = Total hours.

X6 = Hours for teaching (additional curriculum subjects over and above careers).

X7 = Hours spent on extra-curricula tasks.

X8 = Hours for ancillary assistance.

X9 = Total number of students.

X10 = Total number of senior students (Yr. 11-13).

X11= Adequacy of professional development.

X12= Adequacy of time allowance.

X13= Adequacy of access to Internet facilities.

X14 = Adequacy of physical display space.

X15 = Opportunity to meet individually with senior students.

X16 = Improved resourcing over time.

X17 = Overall adequacy of resourcing.

3. Staffing

3.1 Expectations

Before beginning my investigation I predicted that most of the careers advisers were part time in their roles. I assumed that there were very few full time careers advisers.

Anecdotal conversations with careers advisers prior to my investigation lead me to assume that most careers advisers had teaching loads in addition to their role as careers adviser.

3.2 Literature Review

In 1983 all secondary schools in New Zealand were surveyed to obtain information on their transition programmes. Then in 1984 an in-depth study was undertaken of programmes in twenty-two schools, in order to obtain a clear picture of career and transition programmes. The schools were selected because of their wide range of transition programmes and activities (Norman & Kerslake, 1985, p.2).

At the time of the above survey and subsequent in-depth study, funding for careers and transitions programmes was allocated in the form of a discretionary allowance from the Education Board. Schools for a range of activities including staffing, operating costs, student work-exploration staff, student work-exploration travel and ancillary staff utilized this discretionary allowance. The allocation of allowances to schools varied according to geographic region.

In 1983, education was being administered centrally from Wellington via the National Education Board. Branches of the centrally administered Educational Board were situated locally in major centres.

From the above study by Norman & Kerslake, 1985, an analysis of the findings revealed that:

Principals and co-ordinators were most likely to mention inadequacy of various resources (in particular the staffing allowance) as weaknesses, or improvements needed, while teachers most often commented on the structure or format of the programme (Norman & Kerslake, 1985, p.27).

Discretionary allowances covered only half the total staffing costs and three-quarters of the operating costs involved. Other contributions towards the cost of running these

programmes came from the schools' staffing entitlement, guidance counselling time and in some cases the careers teachers own time.

3.3 Findings

Question 1 of the questionnaire I distributed to local secondary schools directly related to staffing: "Are you employed as a full time staff member?"

On analysing my data the following became apparent:

72% of all careers advisers who responded to the questionnaire were full time in their positions where as 28% were part time (NB: Full time relates to full time employment within the school setting).

Of all the responding careers advisers employed in Canterbury schools, 93% had curriculum-teaching loads in addition to their role as careers advisers. These respondents were full time staff members, but their workload included both careers and curriculum work. Only 7% of all the careers advisers surveyed were able to dedicate their allocated time solely to careers.

Initial investigations revealed that, the larger the school, the better the resourcing in terms of hours dedicated to careers.

The correlation between the size of the school (in terms of overall pupil enrolments) and the number of hours dedicated to careers per week was .913 ($r = .913$). Furthermore, there was also a strong correlation between the hours allocated to careers and the number of senior pupils enrolled at the school ($r = .917$).

In addition, strong correlations were found between the numbers of ancillary hours allocated for careers and the total number of students enrolled ($r=.838$), and also between the numbers of senior students enrolled ($r=.819$).

A positive correlation reflects a direct relationship between the two variables, however when interpreting correlations it is important to remember that a strong correlation does not necessarily indicate that a casual relationship exists between the two variables.

Those in full time positions as careers advisers were more positive in their response to current levels of resourcing and support, than were their part time colleagues.

Of the respondents to the questionnaire, all except two careers advisers also had extra-curricula responsibilities within the school context, regardless of full or part time status. These responsibilities encompassed a range of activities, including school camps, coaching, music festival coordination, prize giving, international students, year group Dean, school council, school dances, debating, speech, school transport, teacher trainee coordination, school based committees and working parties.

Careers advisers in smaller schools tended to have less time for careers and heavier teaching loads than their colleagues in larger schools. Although smaller schools have fewer students to cater for, nevertheless units of work still need to be planned, implemented, assessed and evaluated, regardless of the number of students that the units are delivered to. These schools are required to provide the same services and functions as a larger school. National Educational Guidelines apply to all secondary schools, regardless of size.

Moreover, there is very little difference in the volume of mail sent to careers staff in a smaller school as opposed to a larger school. Tertiary or continuing education providers and employers send mail to schools. All schools are part of national mailing list. The volume of mail that is received within the school is consistent, regardless of school size.

Within the careers area of the school, mail needs to be opened, processed, and either responded to, displayed or filed.

In terms of staffing for schools, the average number of careers advisers was 1.87 per school, with the minimum being 1 (part time) and the maximum being 9 (part time). The greater number of 9 was surprising and further investigation showed that the 9 staff recorded as being involved in careers teaching were integrating careers education into their core curriculum teaching loads and were not designated stand-alone careers advisers. The above respondent did note that the delivery of the careers curriculum was dependent on the good will of the teachers involved to integrate it into their teaching load. Time, once again, was identified as a major limiting factor.

3.4 Respondent Reactions

For the purposes of this investigation, *Respondent Reactions* relates to the specific written comments supplied by careers advisers in response to questions contained within the questionnaire. These responses are qualitative in nature and can be identified throughout the following themes as indented and italicised text.

Some respondents noted that Liaison staff, from tertiary institutions, were placing pressure on careers staff to access student groups, deliver presentations and provide information.

An escalating volume of material to be processed and increased demands for additional contact time by outside agencies and institutions, has added to the demands placed on the careers advisers time and subsequently their ability to function effectively. There is a steady stream of material relating to scholarships, incentive schemes, open and information days, closing dates and general requirements which need to be processed and passed on to students.

One respondent indicated a significant increase in amount of contact from Liaison Officers representing tertiary institutions, requesting access to staff and students.

You'll also be aware that tertiary liaison visits are more frequent (50% increase).

I spend three times my time allowance each week; even just dealing with the mail takes most of the allocated time.

The above pressures are not dependent on school size, with demands being consistent across both large and small schools, rural and urban.

3.5 Implications

Very few careers advisers in Canterbury secondary schools are full time dedicated to careers, without an additional curriculum-teaching load (7%).

Principals and coordinators in 1984 noted inadequacies with staffing allowance ((Norman & Kerslake, 1985).

The National Educational Guidelines require schools to provide adequate careers programmes for students, yet adequate staffing is not being allocated.

There is no set formula for the allocation of staffing for careers advisers' roles between schools. That is, there are no national staffing guidelines. As a result some schools have a higher allocation of staff dedicated to careers than others, and are able to provide a more comprehensive level of services to students.

Larger schools are able to employ more teaching and ancillary staff for careers. Smaller schools are not, yet these schools are required by the Ministry of Education to provide the

same function in the area of careers and work towards the same outcomes as larger schools.

Some schools are under-staffed.

4. Professional Development

4.1 Expectations

Before conducting this investigation, my perceptions about the adequacy of professional development and training were based on observations of and discussions with careers advisers. To me, the issues of time to attend professional development, and the associated costs involved with finding relief staff arose frequently.

Careers advisers often commented that there was not enough time to attend professional development and in addition there was some confusion as to what was actually available in the form of professional development and training.

A previously unpublished research investigation conducted by myself in 2000 as part of a paper for my M.Ed concluded that there were no national minimum standards for training or professional development for careers advisers in secondary schools in New Zealand.

Furthermore, my previous research concluded that most careers advisers were originally full time classroom teachers who had chosen to or who were directed to move into careers adviser's positions.

Before gathering my data for this investigation, I perceived:

- a) A general lack of awareness of the opportunities available for professional development,
- b) A lack of interest by some careers advisers to become engaged in professional development,
- c) An inability to take up professional development due to lack of funding and time.

4.2 Literature Review

The value of professional development is supported by comments made by Caldwell and Spinks (1998), in *Beyond the Self Managing School*. They describe the necessity for schools to create environments that focus on the learning outcomes for students.

There is a strong association between the knowledge and skills of staff and the learning outcomes for students, so schools will employ their capacity for self –management to design, select, implement or utilize professional development programmes to help ensure those outcomes.

A feature of staff selection and professional development will be the building of high performance teams whose work is needs-based and data driven, underpinned by a culture that values quality, effectiveness, equity and efficiency (Caldwell & Spinks, 1998, p.69).

4.3 Findings

Question 14 of the questionnaire is directly related to professional development:

Q.14. “I feel that I receive adequate professional development/training in the area of careers to effectively complete my key tasks”.

The respondents were asked to record their level of agreement using the scale below:

SA = Strongly agree
 A = Agree
 U = Uncertain
 D = Disagree
 SD = Strongly disagree
 NA = Not applicable.

For the purposes of this investigation the responses were reduced from a five point scale to a three point scale by combining and recording the strongly agree and agree responses to equal 1, recording uncertain as equalling 2, and combining and recording disagree and strongly disagree to equal 3.

Figure 1

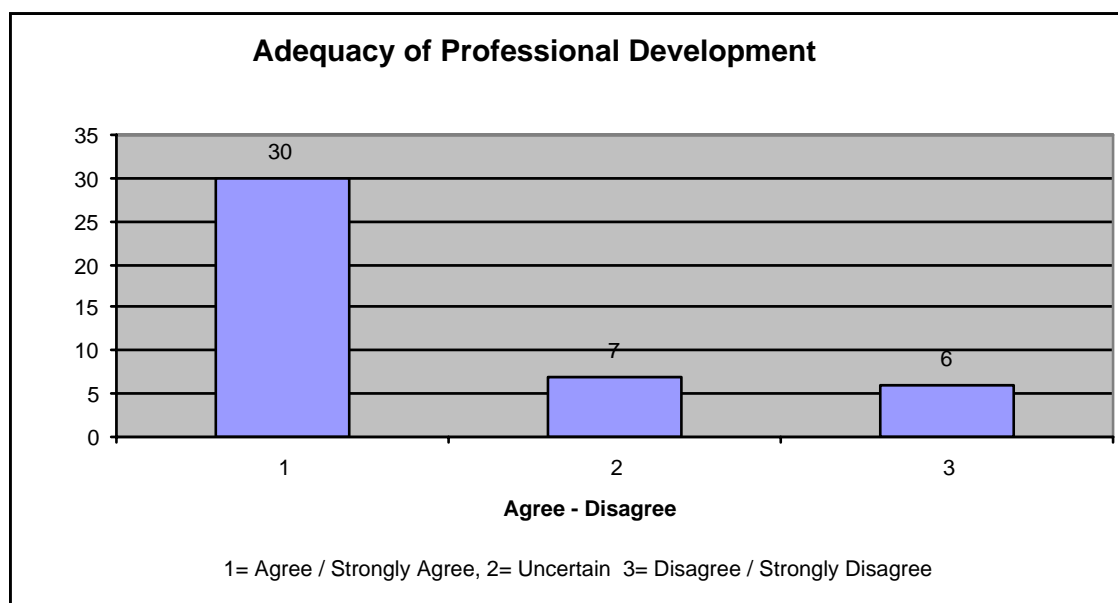


Table 1

| Adequacy of Professional Development | | | |
|---|----------|----------|----------|
| Response | 1 | 2 | 3 |
| Frequency | 30 | 7 | 6 |
| Percent | 69.8% | 16.3% | 13.9% |

Mean = 1.44

Standard deviation = 0.73

Missing data = 2

On analysing my data the following became apparent:

Of the 43 careers advisers who responded regarding the adequacy of professional development, 30 agreed or strongly agreed that there was adequate occurrence of professional development opportunity. What is interesting however is that even though there was seen to be adequate opportunity, not all careers advisers felt that they were able to attend courses and take part in the professional development.

It is important to note from the results is that there is no correlation between adequacy of professional development and the size of the school, i.e. the total number of students enrolled ($r = .008$). One would assume that the larger the school, the more professional development would be available and accessed and the more satisfied the staff would be with its provision.

Seven of the ten careers advisers were positive in their written comments in response to the question regarding adequate professional development.

Examples of comments that supported / did not support the notion that there was sufficient access to professional development are as follows:

Supportive Comments

This is my first year and I have had considerable release time to visit tertiary providers and the Careers Service Update. Very positive!

Many update courses; seminars, meetings, etc. are available to attend.

Unsupportive Comments

How can I know everything I should?

Too isolated - travel to update days expensive.

We learn only by attending update days and courses. More training is needed. Generally I feel Career Advisers in schools are not trained enough and should have to do extra P/D in the career areas/theory, etc. & the tools available & my own P/D & extramural courses, etc./AUT - Diploma in Career Development.

Many initiatives I can't attend because all professional development is capped (\$500 maximum per annum -This includes relief staff).

Much of this is done in my own time at my own expense.

4.4 Respondent Reactions

Negative comments relating to access to professional development outweighed positive ones. Careers advisers commented on the lack of time and funding to attend professional development opportunities. Funding, in one instance, did not stretch to cover relief teachers as well as the cost to attend professional development. Physical isolation was

identified as one barrier to access for a respondent from a smaller country school. Travel time and the associated costs were described as negative factors.

One respondent commented on the lack of time for research. Research is a form of professional development. Another respondent felt that professional development was something that had to be fought for, and was not provided as a matter of right.

*Only because I have forced the issue by taking it –
(professional development) sometimes without
negotiation.*

Another respondent felt that much of the professional development carried out was done in the individual's own time and at their own expense. There seemed to be little or no support from the school to continue to develop professionally.

Furthermore, one respondent commented,

I have no training – (In the area of careers).

Subsequent investigation into the job satisfaction of these respondents revealed that they were less optimistic than others about the current levels of resource and support afforded to them within their school context. One revealing comment made by the respondent who had no training in the area of careers encapsulates their stance:

I don't want to be a careers adviser.

Another respondent commented on the proliferation of careers and courses on offer to school leavers in recent years. They noted that the volume of course material and the diversity of career and training information was increasing, and decision making was becoming more complex. There was recognition of the demands of trying to keep up to date.

Others, alternatively, felt well supported in their access to professional development.

I am free to do as much PD- (professional development), attend courses etc. as I wish - I can use careers budget and whole school PD budget.

My research suggests that the majority of careers advisers in secondary schools in Canterbury were more satisfied with the adequacy of professional development and training in the area of careers than I had initially predicted.

4.5 Implications

Professional development facilitates high performance.

In order to keep up to date professionally, adequate opportunity needs to be provided for careers advisers to professionally develop. To this end funding needs to be not only allocated but also able to be accessed for both the cost of courses and relief staff in order for careers advisers to attend professional development.

Not all careers advisers are able to attend professional development because of funding restrictions. Small schools have an added cost in travel time, which hinders access to professional development.

Time should be allocated across all schools for careers advisers to attend professional development opportunities.

Completion of professional development allows careers advisers to become more proficient in their work.

5. Time Allowance

5.1 Expectations

Prior to this research, I assumed as a result of frequent discussions regarding time allowances with careers advisers, that the allocation was insufficient.

Time was often mentioned as a barrier to job satisfaction and efficiency. These comments were mentioned on an anecdotal basis, usually in response to an open-ended question, such as “How is it all going for you?”

5.2 Literature Review

In the *Draft report of the Southern Regional Working Party on the Coordination of Careers, Guidance and Transition Activities in Secondary Schools*, several key areas were identified as essential for good coordination. Time was identified as vital in order to achieve forward planning, allow for frequent and effective communication via meetings and to effectively coordinate across all school activities (Hutton & Munro, 1987).

Frustrations were expressed by the working party in relation to the inadequacy of time allowance. They stated there was;

- Lack of time to properly coordinate activities
- Inadequate provision of staffing (time allowance) for small group work
- A part time and discretionary nature of transition teachers positions
- A reluctance to release time from traditional subjects (Hutton & Munro, 1987).

5.3 Findings

Question 15 of the questionnaire directly related to time allowance:

Q.15: “I feel that the time allocation given to careers in my school is sufficient”.

Figure 2

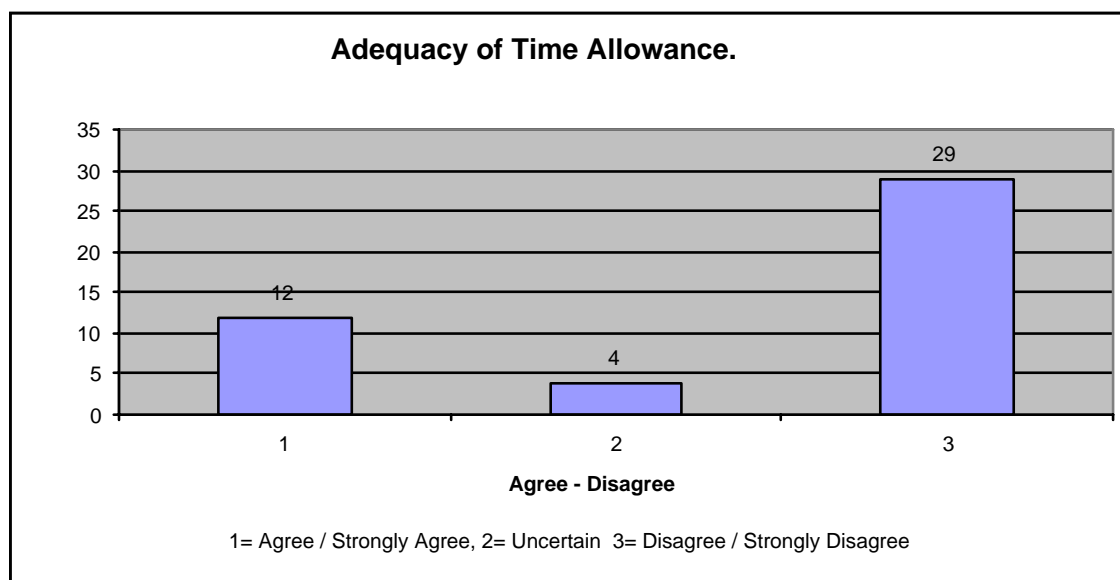


Table 2

| Adequacy of Time Allowance. | | | |
|-----------------------------|-------|------|-------|
| Response | 1 | 2 | 3 |
| Frequency | 12 | 4 | 29 |
| Percent | 26.7% | 8.9% | 64.4% |

Mean = 2.38

Standard deviation = 0.89

Missing data = 0

On analysing my data the following became apparent:

Two thirds of careers advisers were negative in their response to the question regarding adequacy of time allowance. Of the 45 respondents, 29 disagreed or strongly disagreed that there was adequate provision of time allowance (64%).

Of the 18 respondents who provided comment, 16 responded negatively with comments that reflected pressure times throughout the school year where work could not be completed. Paper work was left until the holiday period and several respondents admitted to struggling with their workload. A part time staff member noted that even if their position was full time, they did not believe that they would be able to achieve everything that needed to be done.

Furthermore, the perceived adequacy of time allowance was negatively correlated with the size of the school ($r = -.262$). This suggests the possibility that the larger the school, the less adequate the time allowance may be.

The concept of being ineffectual due to time constraints repeats itself in a number of areas throughout the responses to the questionnaire. The overall opinion from careers advisers was that there was insufficient time allowance for the volume of work.

Examples of comments that supported / did not support the notion that there was adequacy of time are as follows:

Supportive Comments

You never feel you have enough time for any job but school is pretty generous on the whole.

Unsupportive Comments

Could always use more time.

In 3 hours per week all I can realistically hope to do is open the mail! In reality I work at least 16 hours per week and still struggle to complete the work.

There is never enough time to attend to their (students) needs. We have to cope!

Hours have recently been reduced.

I could be full time in careers and still not get everything done.

5.4 Respondent Reactions

One person recorded that in three hours of careers work a week all that could be realistically achieved was to open the mail. They stated that they worked an additional 16 hours per week above their allocated time allowance and still struggled to complete the work. There was a general agreement that there was not enough time allocated to complete the work, and those who had teaching loads in addition to their responsibility in the area of careers were under the most pressure.

I find being a careers adviser for a school of 1400 and having to teach three classes an impossible situation in which to deliver a good careers service to the students. I can help those who make appointments but there is much more that should be done. Lack of time prevents this.

Another respondent described how they tried to manage their workload by giving up a position of responsibility.

I gave up Deaning to give more time to careers and ended up with another 4 hours teaching!

Some respondents described how they used their own personal time in an attempt to cope with the demands of their workload.

There are enormous pressure times. Holidays are used for school reference writing, but I guess that I have got used to it.

There is a difference between the time allocated and the time actually worked.

In addition, other careers advisers recorded the need for full time staff in order to manage the workload.

I could be full time in careers and still not get everything done.

Needs to be - if not full time, close to it.

Sufficient time but insufficient staff - One more CA full-time is needed.

Several quotes reflect some careers advisers' straightforward opinions.

Totally inadequate.

Not enough time to do the job justice.

5.5 Implications

My research suggested that, of all the themes, relative to resourcing and support in the area of careers in secondary schools in Canterbury, time is the single, most significantly restrictive factor. Time restriction impinged on access to professional development, Internet use, ability to meet individually with senior students, and even to physically being able to open the incoming mail each week.

Time restrictions were also identified by Hutton and Munro, 1987, as a barrier to effective performance(Hutton & Munro, 1987).

Insufficient time to complete a task that one is charged with leads to frustration and a lack of job satisfaction.

The consequences of insufficient time to adequately perform the job include incomplete tasks, insufficient forward planning, lack of up to date knowledge of Ministerial requirements and guidelines, incomplete assessments and lack of opportunity to develop professionally.

6. Internet Access

6.1 Expectations

Prior to this research I expected to find the majority of schools involved in this investigation to have limited Internet resourcing and limited online access.

I assumed that some schools did not have:

- a) Adequate facilities,

b) Adequate access.

In recent times schools have been committing their funding to the purchasing of computer software and hardware. Teaching methods have been adapted to include the utilization of technology within the school based learning environment.

Changes have, however, occurred at varying rates and some schools appeared to be more advantaged than others.

6.2 Literature Review

The importance of schools addressing the need for competent and confident staff who are able to access and utilise information and communication technologies is emphasised by Caldwell and Spinks in the publication, *Beyond Self-managing Schools*. Here, when considering essential infrastructures for the future, Caldwell and Spinks advocate the need for schools to plan for and manage change effectively to be successful.

Policies to address issues of access and equity will be required for successful utilization of information and communication technology (Caldwell & Spinks, 1998, p. 145).

Further to the need for policies that promote access and equity, one could initially argue that there is no widely accepted evidence that access to computers and the Internet enhances career guidance and teaching. Computers and the Internet are regular features in our educational environment, however their merit is now being questioned.

It could be argued that schools are committing themselves to computers in large numbers, and are actively including their use as part of the everyday teaching and learning programmes, without any significant evidence to support the enhancement of teaching and learning outcomes. Todd Oppenheimer, writing in the *The Atlantic Monthly*, shares his insights into, 'The Computer Delusion'.

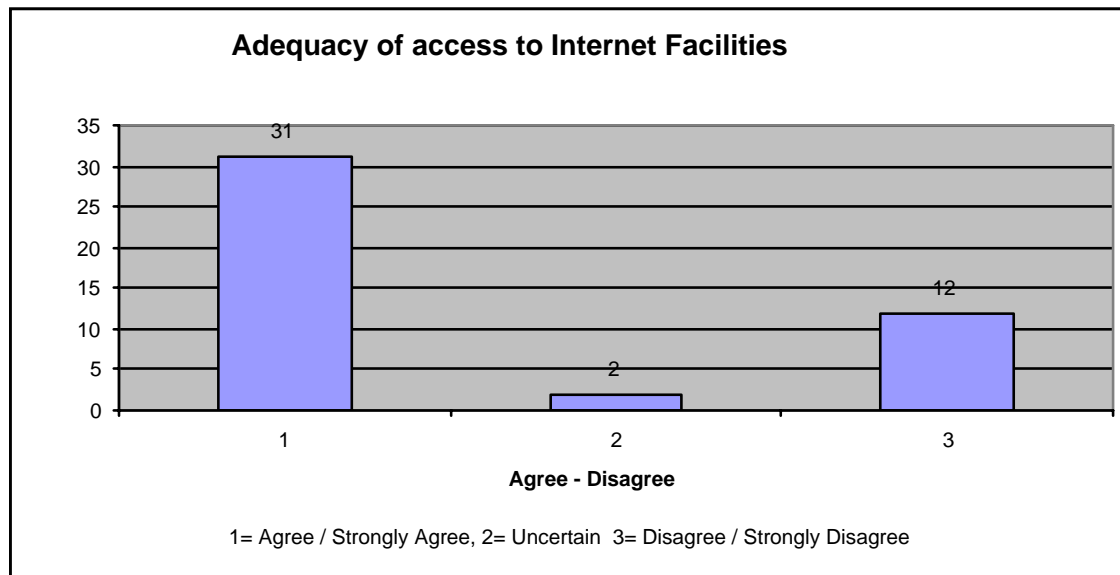
There is no good evidence that most uses of computers significantly improve teaching and learning, yet school districts are cutting programs—music, art, physical education—that enrich children's lives to make room for this dubious nostrum, and the Clinton Administration has embraced the goal of "computers in every classroom" with credulous and costly enthusiasm (Oppenheimer, 1997, p.48).

The debate as to whether standards of teaching and learning are enhanced by the use of computers and the Internet continues to be explored, however, schools are continuing to commit themselves to increased computer facilities and online access.

6.3 Findings

Question 16 of the questionnaire directly related to access to Internet facilities:

Q.16. "I have sufficient access to Internet facilities for careers teaching purposes".

Figure 3**Table 3**

| Adequacy of access to Internet Facilities. | | | |
|--|-------|------|-------|
| Response | 1 | 2 | 3 |
| Frequency | 31 | 2 | 12 |
| Percent | 68.9% | 4.4% | 26.7% |

Mean = 1.58

Standard deviation = 0.89

Missing data = 0

On analysing my data the following became apparent:

Careers advisers were positive in their perceptions with regard to Internet access and facilities.

Although almost 70% of careers advisers were positive in their response to the question regarding adequacy of access to Internet facilities, the written responses suggest that the evolution of computers and Internet access in the area of careers had undergone and was still undergoing, significant change. Comments supported a perception that access had improved in recent times, however there was still room for improvement.

There was a correlation of .53 between adequate Internet access and adequate professional development. This suggests some link between Internet access and the content of some of the professional development activities.

Examples of comments that supported / did not support the notion that there was adequacy of access to Internet facilities, are as follows:

Supportive Comments

Yes but only just installed! Been a long time coming.

Unsupportive Comments

No Internet facilities.

Access to one computer.

6.4 Respondent Reactions

Of the 17 respondents who commented, 8 were positive, while 9 were negative.

Some of the more positive comments reflected school wide student and staff Internet access. A number of computer rooms were available, and networking of computers allowed for whole class teaching.

All students have access to Internet in any of a wide range of computer rooms.

Other respondents noted that change was occurring and facilities were being developed.

Facilities are being developed but only 5 computers available currently - 2 classrooms will have internal Internet servers.

Another respondent commented that facilities were not adequate.

I tend to use the home computer, as there is no Internet link to the newly purchased careers computer.

Some comments referred to the length of time it has taken for change to occur and there was strong indication that change was still occurring. One respondent commented that change had only come about because of their “political action”. They perceived change as a good thing and were frustrated at the amount of time and effort needed for change to occur.

I forced the issue - you need to be political in schools to get and activate the funding.

Several respondents voiced their frustration at the lack of facilities and current equipment. The working speed of current hardware, access and the effectiveness of software programmes were cited as concerns for some respondents.

Have had fun with computers while our facilities and hardware have been upgraded but things are fine now.

Our system can be slow and frustrating.

Quite often Internet is down - or very slow.

Our computers are out of date and too slow to make this effective.

6.5 Implications

Most careers advisers felt that they had adequate access to Internet facilities for careers teaching. Some however, indicated that they had limited access.

Implications of limited access to Internet facilities are lack of choice for teachers and learners.

One of the key resources now available to schools is kiwicareers (<http://www.kiwicareers.co.nz>). Although this resource is available on CD-ROM at a cost, it is mainly accessed free for whole class teaching via the Internet. Implications for the utilization of this resource for the respondent with only one computer or the respondent with no Internet access would be significant. They would find access and implementation more challenging than a respondent with unlimited access to computers and the Internet.

Caldwell and Spinks (1998), advocate the successful utilisation of information and communication technology. The rate of change in information and communication technologies has resulted in the need for continuous professional development opportunities. According to the respondents above, this is not always provided as of right. Some individuals and schools will be more able to access professional development opportunities and will therefore be better skilled and subsequently more confident than others.

Schools need to create and enforce policies that address adequate access to and professional development for information communication technology in order to pass on regular benefits to learners. Irregular or erratic access is not equitable. Variances between schools may result in varying opportunities and outcomes for students.

7. Physical Space

7.1 Expectations

In the past, when visiting careers advisers, I informally observed many different physical careers environments in schools. Some had complete careers suites with offices, drop in facilities, seminar rooms and careers libraries, whereas others did not appear to have any dedicated physical space for careers or display of careers based material.

7.2 Literature Review

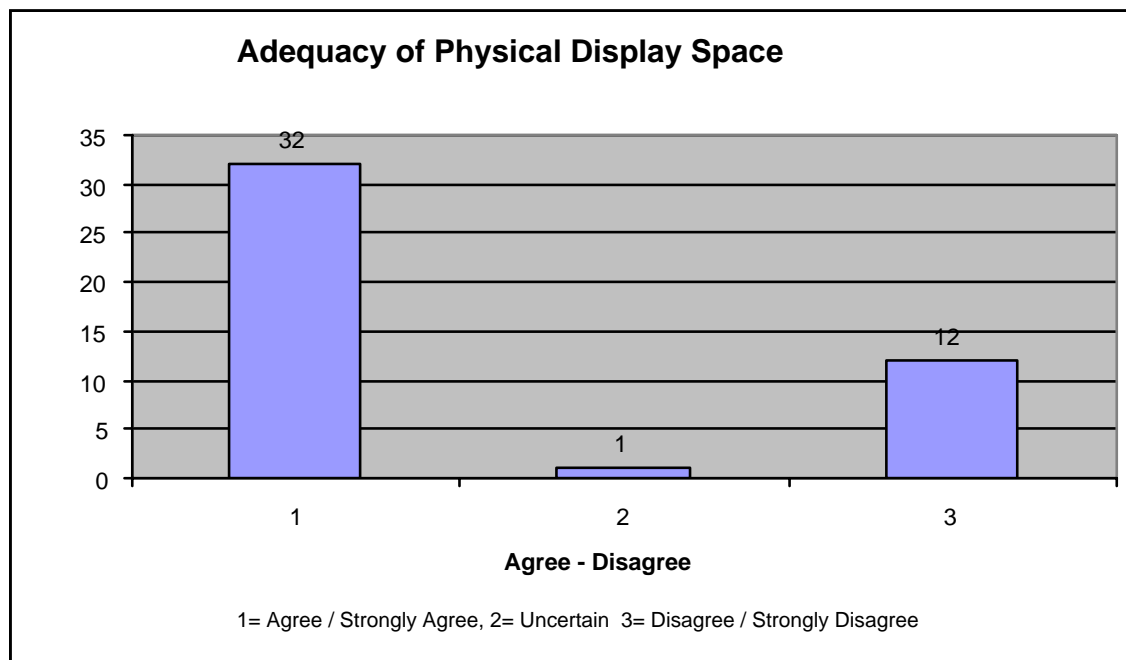
In her paper entitled *Integrating Transition Education in a Secondary School*, Judy Breen describes the importance of appropriate physical space for the delivery of transition education programmes in secondary schools.

It is important that transition education takes place in a physical space conducive to the style of work, for example, a large carpeted room with smaller flexible spaces leading off it, where there may be beanbags for small group work. Ready access to a telephone is desirable (Breen, 1990).

7.3 Findings

Question 17 of the questionnaire directly related to adequacy of physical display space:

Q. 17. "The physical space I have to display careers information is sufficient".

Figure 4**Table 4**

| Adequacy of Physical Display Space. | | | |
|-------------------------------------|-----|----|-------|
| Response | 1 | 2 | 3 |
| Frequency | 32 | 1 | 12 |
| Percent | 71% | 2% | 26.7% |

Mean = 1.56

Standard deviation = 0.89

Missing data = 0

On analysing my data the following became apparent:

The majority of careers advisers (71%) were positive in their response to the question regarding adequacy of physical display space. Although 32 of the 45 respondents agreed or strongly agreed that there was adequate physical display space for careers, their subsequent written comments did not always verify their initial responses. Of the 19 respondents who supplied comment as to the adequacy of physical display space, 8 responded in a positive manner, whereas 11 responded in a negative manner.

It was interesting to note that there was a positive correlation of .649 between the adequacy of physical display space and the provision of professional development and also between adequacy of physical display space and adequate Internet access ($r = .621$). From this one could argue that it may be easier to find funding for the purchase of goods (e.g. computer hardware) than it is to find funding for the provision of extra time in order to effectively manage the present workload of careers advising.

Examples of comments that supported / did not support the notion that there was sufficient physical display space are as follows:

Supportive Comments

Walls for posters /pamphlet holders. Careers Centre - room designated for this specially.

Careers room and space is excellent. Small but well appointed. We had say in designing this and was made part of recent upgrade (1997).

(We have)...complete classroom block plus notice boards and individual classrooms.

Yes - but I would like more in other parts of the school.

Unsupportive Comments

We have a good office area but insufficient wall / library space.

It's not really in a good area of the school for seniors. Wall space a big problem but they've done their best for me in small school.

7.4 Respondent Reactions

Differences in resourcing were apparent in responses to the question regarding the adequacy of physical display space.

Some of the careers advisers noted that they were happy with the provision currently offered. Some had designated areas with facilities for teaching, access to computers, books on display, and the opportunity for general browsing of resources.

Very lucky to have area for careers displays plus an office.

The positive aspects relating to physical display space tended to be linked to specific areas allocated and reserved specifically for the display of careers information.

Those who were unhappy with their provision of physical display space cited factors such as insufficiency, size, location and access. One respondent commented that there was no display of careers based materials due to a lack of personal time and ancillary assistance.

Yet another was happy with the budget for careers, but expressed concern at the lack of physical facilities in order to effectively function as a careers adviser.

Budget is satisfactory, but physical resources inadequate. (Don't have a career centre, or my own office).

Display locations described as being unsuitable, tended to be those located some distance from the careers area and in a place where students did not gather or go regularly. In addition, the size of the space was also considered to be a limiting factor.

I have a small office where I keep resources & interview pupils & a very small area in the library to display material.

One respondent had utilized other means of display to compensate for limitations within their immediate environment.

The Careers Suite is excellent for display but a little removed from the admin area - I do a lot of walking! Have used areas in the library and also give out posters and info for display in classrooms.

Some respondents reflected that there was no area designated for careers with display facilities. Others recorded that they shared rooms with dual purposes, such as the Yr. 13 common room and a room designated for overseas students. Dual-purpose rooms had the associated inconvenience of limited access.

Another respondent noted that there was a display facility, but it was unsuitable and under utilised.

Unsuitable display area in the library. Corridor wall - hardly anyone goes along that way.

7.5 Implications

When considering the above differences, the majority of individuals in schools feel well resourced and able to provide a positive physical learning environment for their students e.g., drop in facilities and designated teaching rooms.

Those who perceived their environments to be lacking expressed an inability to provide a high level of service.

Consequently, inappropriate or restrictive physical display environments lead to frustration and a perception of inadequacy.

Furthermore, differences between physical display facilities between schools may result in varying access and opportunities for students.

8. Individual Meetings With Seniors

8.1 Expectations

Before beginning my investigation I had assumed that all secondary schools would plan for their senior pupils, especially those in their final year, to meet individually with the careers advisers. I predicted that this may not always occur, but assumed that each school would be attempting to coordinate these individual meetings.

8.2 Literature Review

A Canadian study by Julien, 1999, entitled *Barriers to Adolescents' information seeking for career decision making*, investigated the information seeking behaviours for career decision-making of 400 students. The majority of the students reported that they found it difficult to find out everything needed to make a career decision. The complexity of the process and the amount of information and its accessibility were cited as reasons for the difficulties (Julien, 1999).

One could assume that students who have taken part in a meeting are in a better position to make informed choices and decisions. For students who have not decided on their pathways after leaving school, and for whom a meeting is not arranged, there is the

potential for no decisions being made and a lack of direction. Such students may be categorised as “at risk” of unemployment.

A paper delivered at the New Zealand Association for Research in Education Conference in Hamilton in 2000, entitled *Decision-making by secondary school students on tertiary study and other destinations: results of a 1999 survey*, investigated decision making by secondary school students in relation to tertiary study and other destinations (Chalmers and Kumekawa, 2000).

A questionnaire was disseminated by classroom teachers in five secondary schools to some 1900 year 11 to 14 students who were present on a particular day towards the end of 1999.

The information gathered reported that on leaving school three-quarters of the students (both male and female) planned to pursue further studies, either full or part time. Only six percent intended working. Ten percent did not know what they would do, and six percent planned to travel overseas.

What is of note from this study is that the most frequently selected source of information used by decile 2, 3 and 4 respondents in deciding what to do next year was the careers information service at their secondary school. In contrast, family members / relatives were the most frequently selected source for decile 9 respondents.

The above research concluded that students attending a decile 2,3 or 4 school are more reliant on the careers information service at their secondary school. Although there are benefits to be had from one on one meetings for all students regardless of decile, the findings have implications for careers teachers and highlight the need for quality service and advice, particularly in decile 2, 3 or 4 schools.

8.3 Findings

Question 18 of the questionnaire directly related to the ability to meet individually with senior students:

Q.18. “I am able to meet individually with each pupil in the senior school (Yr. 11 - 13) about their career options on leaving school”.

Figure 5

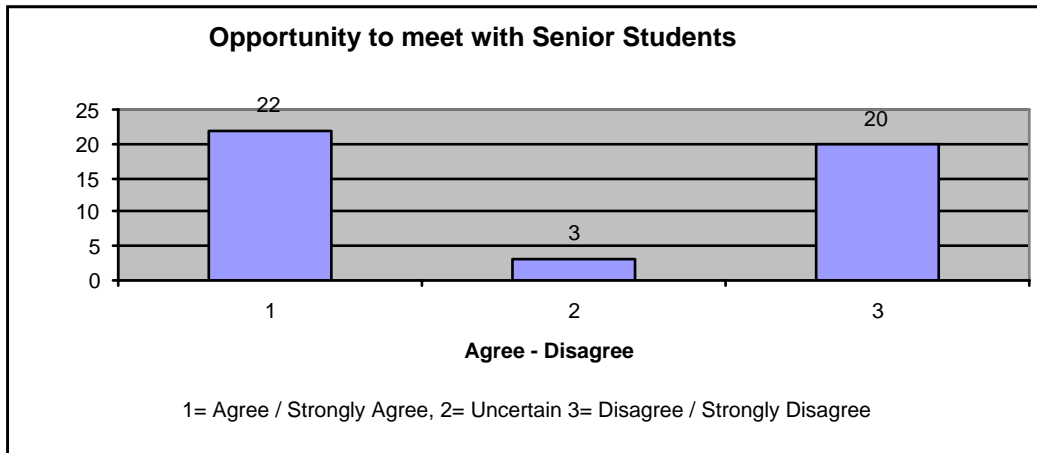


Table 5

| Opportunity to meet individually with Senior Students. | | | |
|--|-------|------|-------|
| Response | 1 | 2 | 3 |
| Frequency | 22 | 3 | 20 |
| Percent | 48.9% | 6.7% | 44.4% |

Mean = 1.96
 Standard deviation = 0.98
 Missing data = 0

On analysing my data the following became apparent:

Careers advisers were almost evenly divided about adequate opportunity to meet individually with each year 11-13 pupils about their career options on leaving school. 22 out of 45 respondents who responded to the question “I am able to meet individually with each pupil in the senior school (Year 11-13) about their careers options on leaving school” agreed or strongly agreed that they were able to meet individually with seniors. 20 disagreed or strongly disagreed and three were uncertain in their responses. Of the 28 who supplied written comments, five did so in a positive manner, whereas 23 responded negatively.

Of the 23 negative comments supplied, 17 were directly related to time restrictions. It is interesting to note however, that the correlation between hours for careers and opportunity to meet with senior students was not strong ($r=.247$).

Examples of comments that supported / did not support the notion that there was sufficient opportunity to meet individually with senior students, were as follows:

Supportive Comments

Smaller student numbers enable this. I see it as extremely valuable.

Cover this well I think between us. Relief time provided etc.

Between me and the careers adviser (2hrs part time), this is achieved. (Meeting individually with seniors).

Unsupportive Comments

Year 12 and 13 definitely but even this means I have to work considerably overtime.

Numbers and time allocation do not allow this to happen.

Cannot possibly do this. Do see all Yr. 11 & 12. Yr. 13s are referred or are self-referred.

But time is always a problem. I don't do their 13's only 11s and mostly 12s.

By request and as required. Insufficient (time to) meet all individuals (Yr. 11-13).

Up to the girls to approach me, unless referred by staff or parents. Would not have time to see all in one year.

Briefly - only in groups.

Individually it is hard to see everyone but I do see those who need my help.

8.4 Respondent Reactions

One respondent commented that meeting individually with seniors was achieved by a team of staff, but only with the aid of additional relief time. Another commented that small numbers of senior students made this a possibility and that in their opinion the individual meeting was “extremely valuable”.

For the majority, however, meeting individually with senior students was impossible and in some cases this was not regarded as necessary.

Most respondents cited the lack of time and the large numbers of students as the major factors that hindered their ability to meet individually with senior students. Those who

did manage to meet with each student used their lunch times, intervals and even class periods.

(I can) If I do it in my own time, e.g. interval, lunch or during an English period.

One careers adviser recorded that they formally interviewed 403 students in the course of a year regarding career choices and further study options. Even though 403 students were seen, the respondent noted that others were not seen, because there was not enough time to get around everybody. Even after gaining the assistance of the guidance counsellor, some pupils were still not interviewed.

Time-wise - not physically able.

Two careers advisers noted that it was possible to see year 11 and 12 students, but final year students (Yr. 13) were only seen if they were referred or by self-referral.

Yet another noted that they were still trying to set up systems to get around everyone and another commented that brief meeting with groups was the only form of contact.

8.5 Implications

Lack of allocated time to careers has resulted in some careers advisers being unable to meet individually with senior students.

Those who are not able to meet individually with seniors cannot be sure that seniors are fully informed with regard to their range of career and further study choices on leaving school.

Chalmers and Kumekawa (2000) found that students from lower decile schools were more reliant on careers advisers as a source of information and guidance than students at higher decile school.

Consequently, the meeting of students in lower decile schools can be described as more important. Insufficient guidance may result in school leavers from lower decile schools being more at risk of unemployment.

9. Budget And Funding

9.1 Expectations

Before I began my investigation, I observed visible differences in teaching and learning environments and assumed that some schools were accessing funding for their physical improvements. Others schools appeared to have the funds to employ ancillary assistants and attend professional development opportunities, but these observations were not consistent across schools.

Not all schools appeared able to access funds to the same degree.

9.2 Literature Review

In 1974, Ralph Winterbourn, in his publication *Guidance Services in New Zealand Education*, concluded that,

With careful planning, a willingness on the part of the present services to give and take for the good of the whole, a recognition by those in authority that a sound integrated service requires well trained personnel and an appreciation of the fact that good guidance services cannot be run on a shoe-string budget, the future should be bright.

New Zealand need no longer go on with a patchwork partly amateur set of guidance services. We can build on the best features of what we now have and produce as part of our education system an integrated guidance service of which we can be proud (Winterbourn, 1974, p.256).

Funding levels for careers advisers today have moved on from the “patch-work” scenario described above.

In the past, schools have been allocated funding which was described as “tagged” for careers. By being tagged, this funding went directly into the careers area for utilization in secondary schools. Funding for careers in secondary schools is no longer “tagged”, but now is rather “targeted” for careers.

The School Tertiary Alliance Resource (STAR) was introduced in 1996 and is available to state and integrated secondary schools, but not private schools. It provides funding for schools to facilitate smooth transition and access from schooling to:

- Employment, including work based learning
- Tertiary type study or training and to improve retention in senior schooling

The objectives for STAR are to enable schools to:

- Facilitate transition to the workplace for students, particularly those intending to go straight into the workplace or those likely to leave school without any formal qualifications, through the organisation of structured work-based learning linked to school learning.
- Provide or purchase tertiary type courses, which better meet student’s needs, which will motivate them

to achieve, and which will facilitate their smooth transition to further education, training or employment (Ministry of Education, 2001, p.23).

In a keynote speech delivered at the careers teachers conference *Weaving the Magic*, in November 2001 in Christchurch, Lianne Dalziel, the Associate Minister for Education reported that the budget for 2001 had set aside \$0.936 million per annum to increase the number of fully subsidised careers guidance places outside the school sector from 1100 to 5000 (Dalziel, 2001).

The above increase in funding was presented in a positive manner to the delegates present, however the funding is being made available to outside agencies and not directly into the careers area within secondary schools.

9.3 Findings

Question 12 of the questionnaire directly related to the general resource allocation for careers:

Q.12. “How is resourcing (e.g. budget, staff, space, etc) allocated for careers i.e. who makes the decisions?”

The theme of financial allocation for careers in secondary schools recurred throughout the investigation. Initial impressions from the questionnaire responses reflected the state of uncertainty of some careers advisers regarding current funding practice. Some believed that the funding for careers was tagged and allocated on the basis of the school size and decile. Eight respondents made comment with regard to the links between the school decile and Ministry of Education funding.

Some thought that there might have been special external funding in the past while others were currently making active use of STAR funding.

9.4 Respondent Reactions

Some career advisers noted that in their opinion, there was no designated external funding at all. The comments below go some way towards highlighting the state of confusion that exists in some schools as to the knowledge of the allocation of funding, via either an internally or externally prescribed formula. When asked the question, “How is resourcing allocated for careers and transitions i.e. who makes the decisions?” Some of the following responses reflect uncertainty and confusion.

No idea.

Common sense?

Not known.

Not sure.

Furthermore, when questioned about the formulas used for the allocation of resourcing, including budget, staff and space, there were significant variations in the responses. Some were clear as to what happened and seemingly positive with regards to the process.

Budget granted upon application. Decision made by school resource team.

Apply annually with a proposed budget. Usually I can get what I think is necessary.

Myself and executive officer.

(It is done by) Common sense.

Others, however, appeared less than satisfied with the decision-making process and saw the allocation of funding as removed from their control. 16 of the respondents identified the Principal, and / or the management team as the decision makers who allocate the funding. In addition another 16 commented that they were involved with some of the

decision-making, but the majority of respondents indicated that the final decision was made by the management team (BOT) or Principal.

I have to apply in writing for what I want. Senior admin makes the decisions. The budget allocation is always minimal. The space is totally inadequate. The resources are also inadequate.

In terms of resource allocation, respondents were varied as to who had responsibility for decision-making regarding the amount allocated internally, and what formula was used. Some simply applied for what they predicted that they would need for the year. There did not seem to be an agreed allocation or formula for allocation between schools. There was however, mention of a possible allocation of funding from a Ministry source, based on the decile of the school.

Money varies. I am pretty sure we do not receive the amount of dollars per student: decile rating.

I'm new to it so don't know whole story yet.

Another respondent had a more pessimistic view with regard to the allocation of funding.

This has never been acknowledged. It is kept 'secret' so it can be manipulated and used as seen fit by the administration. Hours are taken and given to other areas. Careers and transition is always the last priority for funding, resources, etc.

One respondent from a Private (non-state) school was in no doubt that there was no funding provided from external sources for careers education in their school. STAR funding is only available for state and integrated schools.

9.4.1 Additional interview

In addition to the questionnaire that I distributed to careers advisers in schools, I also interviewed a secondary school Principal to obtain her viewpoint with regard to current levels of resourcing and support.

Her support for the areas of careers advice was positive and she saw it as having a high priority in her school. She reported, however, that no additional Government resourcing has been made available to schools to meet the recent national requirement to adhere to National Administrative Guideline (1.vi).

She felt that her school, and others like hers, were now expected to provide an enhanced service, with no extra external resourcing.

The organisation for this provision within her school had come about by convincing the social sciences team to “donate” some of their hours into careers in an attempt to meet national requirements.

She expressed her disappointment at the addition of material into the national curriculum and administrative requirements, with nothing being “taken out”. She commented that her school would be in a position to re-arrange staff to accommodate the new requirements, but she was unsure as to how other schools may organise themselves to meet the requirements.

9.5 Implications

Some careers advisers are confused about what is available for use in schools with regard to funding.

A number of careers advisers are able to access STAR funding, while others are not.

Because funding is no longer “tagged”, careers advisers do not receive funding automatically. Some are actively consulted by management, with regard to funding and can request an amount based on their professional judgement for the needs of their centre for the following year. Of those who are consulted, some, but not all, receive what they request.

Others receive what the management of the school decides, without a consultation process occurring. The implications of the above are that some careers advisers will receive more funding for their centres than others.

There is no external moderation of the process, or no national requirements for the internal allocation of funding for careers. Schools are self-managing, yet they must adhere to National Educational Guidelines.

Consequently, some school careers centers are receiving more funding than others and as a result, are able to provide a higher level of service to students.

10. School Culture

10.1 Expectations

Through anecdotal discussions prior to my investigation I had perceived that some careers advisers felt more supported than others in their role. The level of internal support from colleagues was apparently an influential factor in relation to feelings of positive job satisfaction.

10.2 Literature Review

In 1987, in the publication *the Draft report of the Southern Regional Working Party on the Coordination of Careers, Guidance and Transition activities in Secondary schools*, comments were made in relation to the challenges that currently existed.

In this draft report, a section entitled *Blockages to Co-ordination* records barriers to the effective co-ordination of careers guidance and transition activities in secondary schools.

Examples of the issues which were identified were as follows:

- A lack of a clear school philosophy encompassing guidance, careers and transition, and accepted by all
- Inadequate provision of staffing
- Complexity of school organisation
- Lack of a climate of trust and respect in the school
- Sense of threat i.e. that programmes encourage pupils to leave school and thus accentuate the fall of school rolls
- Stressed staff, for their own survival, tend to resist what they see as further fragmentation of education (Hutton & Munro, 1987, p.34).

Furthermore, in a paper delivered at the Australian College of Education - National Conference in 1994, Dinham cites teacher satisfaction as being tied up closely in what could be termed the human or affective domain. He describes teacher satisfaction as being primarily centred on achievement, both pupils and teachers, and on recognition of this achievement (Dinham, 1994).

In addition, Caldwell and Spinks (1998) identified the need for schools to work cohesively and collaboratively to achieve success. They noted that with changing management structures and changes to policies, there would be a necessity for teamwork.

Principals and other school leaders will be skilful in their dealings with teacher unions and other organisations representing the interests of their staff, creating alliances whose first priority is learning, and building high levels of trust...

A capacity to work in teams will be required in virtually every facet of professional practice (Caldwell & Spinks, 1998, p.105).

In addition, an independent survey conducted in July 1970 by M.V. Patchett, highlighted difficulties with and inadequacies of the careers advising system, as it existed at the time.

Issues relating to adequate time allocation, status of the position within the school hierarchy, professional development and training opportunities, minimum qualification levels, overtime and levels of perceived internal school support from Principals were examined (Patchett, 1970).

Patchett reported a rapid turnover of careers advisers and linked this to the low status of the job within school environments. Furthermore, Patchett expressed the view that higher status could be linked to higher retention levels. According to his results, up to half of all secondary schools had a new careers adviser every two years and 57% of all careers advisers had finished less than three complete years of careers advising experience (Patchett, 1970).

My investigation reveals that some of the findings presented by Patchett in 1970 are still present today, although the levels of dissatisfaction relating to status and time allowance, resourcing and support reported by Patchett do not present themselves to the same degree. My investigation did not examine retention rates for staff, however several careers advisers noted that they were new to their positions.

10.3 Findings

Although there was no direct question with regard to school culture contained within the questionnaire, the theme of internal school culture presented itself on several occasions when responses were given the opportunity to provide written comment.

The theme of perceived levels of internal school and community support emerged across a range of respondents. Interesting comments were made in relation to how the respondents felt about their careers work, how they were viewed by their colleagues and their perceived overall value in schools.

10.4 Respondent Reactions

Those respondents who expressed overall satisfaction within their school environment tended to make comments about the level of support received from school management.

I know I am fortunate, but it is extremely useful having a supportive Principal.

I feel that my work is well resourced both financially and time wise. I have the ut- most support of my Principal and the Board. I have had personal study in the careers area paid for by the professional development budget.

Our school is well resourced re careers because the principal is very supportive of careers, transition programmes and therefore doesn't 'side-line' money intended for careers. The position though has expanded so much over the last few years, re information, expectations, etc. that there is no way that I can get to all kids, as I would like. The Principal understands this though and values the work we are able to do.

These comments reflect positive attitudes and outlooks. The respondents who made positive comments tended to have a more positive tone for the majority of their responses.

Individuals who felt less supported within the school environment, reflected on being disadvantaged and not taken seriously as educators in the “hierarchy” of the school community.

One respondent expressed concern that an unidentified colleague had complained that the careers adviser had too much time to do careers at the expense of other curriculum areas and as a result time had been cut from the careers allocation.

Some complaints (unidentified) that I had too much time at the expense of other curriculum areas have meant that my time is cut now.

The above respondent is still responsible for implementing a comprehensive careers programme with reduced hours. In addition to this they are now required to deliver careers education to a younger audience as a result of the inclusion of the National Administrative Guideline (1.vi), (Education, 2000).

Another respondent commented on her feelings of worth in their present role and commented on the perception of the school community towards careers.

I feel careers is under valued in schools and viewed as a distraction to achieving academic results only. The current vocational outcomes that the Minister is advocating are totally sneered at and the view of education for education's sake is still a primary focus.

Another respondent reflected on feelings of isolation and working alone.

My space is in the wrong place for all kinds of reasons. It's difficult to be a sole operator.

For another respondent, the delivery of careers education was dependent on the assistance of teachers and their ability to integrate careers information into their current teaching loads.

The effectiveness of the integrated programme does rely heavily on the goodwill and co-operation of teachers - time to fit things in, is of course at a premium!

Another two respondents commented on their recent appointments.

This is my first year - trial and error.

All three are new to our positions.

10.5 Implications

Recognition from school management (Principal and Boards) of the personal and professional merit of careers advisers and their place and function in the school environment is essential in developing positive teamwork, ethics and performance.

Those careers advisers who feel supported in their role within the school environment, tended to have more positive attitudes towards their work. These attitudes are more likely to be passed on to students.

A degree of institutional and work related knowledge is lost when careers staff leave their positions. New appointments must be provided with adequate instruction and professional development if they are to perform their required tasks effectively.

Adequate resource allocation by management is essential for the promotion of positive attitudes and for the enhancement of job satisfaction for careers advisers.

11. Improved Resourcing Over Time

11.1 Expectations

Prior to my research, I had predicted that resourcing had improved over time. Anecdotal conversations with careers advisers from a range of schools suggested that there was a difference however, in resourcing over time between schools. Some schools were able to access increased funding and utilise this for projects such as building, teaching materials and securing additional staffing. In contrast, other careers advisers expressed concern at the lack of funding to make positive changes in their area. They expressed continued frustration at their inability to function effectively in their role.

11.2 Literature Review

On reflecting on the changes that had occurred on the national scene, Anne Munro, senior guidance counsellor at Papanui High School recalls the true nature of her workload.

Through and analysis of her daily activities she presents a picture of workload, and comments on the impact of additional demands placed upon her time:

Statistics tell but part of the story. Not recorded here are the myriad of small tasks which counsellors undertake, nor the involvement in teacher activities and co-curricular activities. Statistics do not and cannot convey the privilege of having another share something of herself with you.

Nor do they reveal the power relationships underlying our work. In my case I had more autonomy in my first year ... when I had minimal training, knowledge and

experience. The development of guidance networks based on the recommendations of the 1971 working party report seems to me to have diminished the power of guidance counsellors.... I hope that as the national goals of efficiency, productivity, achievement and output are increasingly forced on schools, guidance counsellors will remain at the forefront of those standing up for people values: for caring, for mutual respect, for truth, for honesty and for justice (Munro, 1990, p.165).

It could be argued that improvements in resourcing within the careers environment in secondary schools have been directly influenced by the introduction of the National Administrative Guideline (1.vi) in 1999. One careers adviser commented that with the implementation of the new National Administrative Guidelines, had come a greater demand for schools to be accountable and provide resources to meet the expected national outcomes. As a result, more resourcing had eventuated.

The National Educational Guidelines state that each board of trustees is required to foster student achievement by providing teaching and learning programmes, which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements. In addition each board must also adhere to the administrative requirement to:

(1.vi) Provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace for further education / training (Education, 2000, p.3).

11.3 Findings

Question 19 of the questionnaire directly related to resourcing improving over time:

Q.19. “Since beginning this position, the resourcing of the careers environment has improved”.

Figure 6

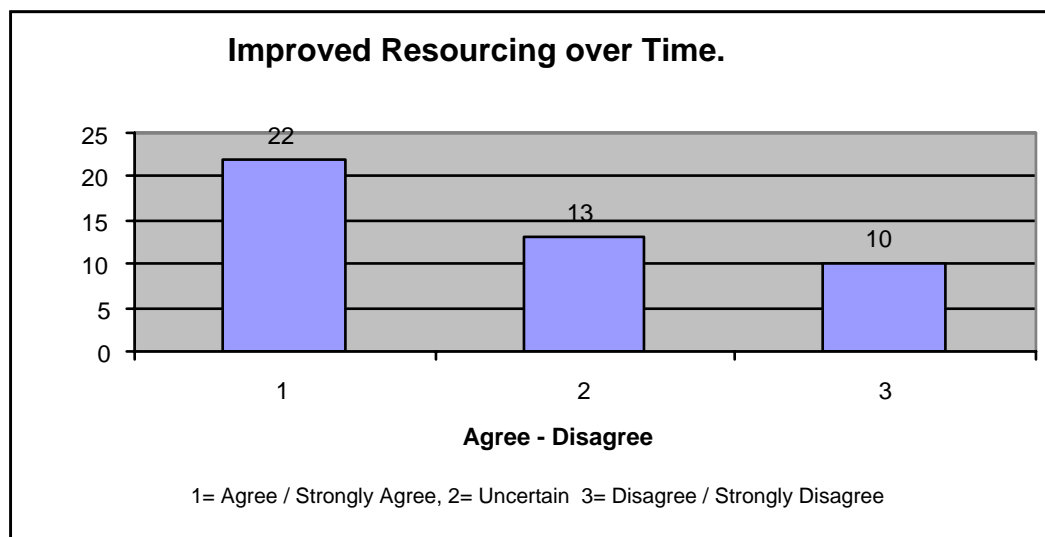


Table 6

| Improved Resourcing over Time. | | | |
|--------------------------------|-------|-------|-------|
| Response | 1 | 2 | 3 |
| Frequency | 22 | 13 | 10 |
| Percent | 48.9% | 28.9% | 22.2% |

Mean = 1.73

Standard deviation = 0.12

Missing data = 0

On analysing my data the following became apparent:

About 50% of careers advisers were positive in their response to the question regarding improved resourcing over time. Of the 45 respondents, 22 agreed or strongly agreed 13 were undecided and 10 disagreed or strongly disagreed that there was improved resourcing over time.

Several of the undecided respondents were new to the role of careers adviser.

Twenty-one careers advisers supported their opinion with comment. 12 of these comments were positive, whereas 9 were negative.

Examples of comments that supported / did not support the notion that there was improved resourcing over time are as follows:

Supportive Comments

A very user-friendly room has been created and it is very well resourced.

Larger office, careers display area.

A little. We got Internet computers before most others.

Yes. I put a lot of effort into getting a display board for Yr. 12 and shelves for my classroom for storage.

Unsupportive Comments

Hours increased but budget cut back.

I began in 1980 when there were more resources/funding - transition rooms! MOE advisers targeted funding. Because resources are increasingly computer-based then provision of services is tied to the school's ability to purchase computers - I see some equity issues here and impacts on rural schools particularly.

Has remained the same for the last 2 years.

11.4 Respondent Reactions

One respondent identified the support from the school management team (Principal and Head of Department) as a significant influence on what they perceived as positive change.

It certainly has for me here at ... with a supportive HOD and Principal. Don't know if that's the case at all schools.

For another respondent, change had come about in the form of better physical resources.

I now have a small classroom, 4 computers, and photocopier. Also an assistant. Access to sufficient time is still a battle.

It is interesting that once again time is seen as a major issue. It is also interesting that 13 respondents (29%) were unsure if there had been any improvement over time. Those who were unsure about improvements tended to be new to the position and did not have comparative situations to reflect on and make informed judgements.

Another however, commented that there had been some re-allocation of tasks in some areas; other responsibilities had grown, such as teaching load.

10 years ago I was employed in a non-teaching role. I now do much the same job and teach 3 classes. A few areas have gone to other staff that I used to do.

In some cases there was a trend to reflect a decrease in the amount of resourcing.

As the role has dropped, so has the budget.

Another respondent describes below a sense of inequity as a result of changes impacting since 1980.

I began in 1980 when there were more resources/funding - transition rooms! MOE advisers targeted funding. Because resources are increasingly computer-based then provision of services is tied to the school's ability to purchase computers.

11.5 Implications

The concerns immediately above are pertinent to smaller, rural based schools. Such schools may not have the “buying power” of larger urban schools. The concerns noted here are valid and they do impact on resource issues for these schools.

Perceived improvements over time reflect feelings of optimism. For those who have not experienced improvements, they are left with feelings of frustration and a perception of a lack of resourcing to complete required tasks.

Careers advisers in smaller schools were less optimistic and did not appear to have similar levels of funding allocated to careers. Therefore they may not be in a position to purchase resources over time, to the same extent as larger schools.

Recent national administrative requirements have not been supported with an increase in external funding.

12. Overall Adequacy Of Resourcing

12.1 Expectations

Before I began my investigation I assumed that some careers advisers in secondary schools in Canterbury were more adequately resourced than others. Anecdotal comments indicated that there were shortfalls in resourcing for most careers advisers. As I began to interpret my results I found that my initial impressions were incorrect.

12.2 Literature Review

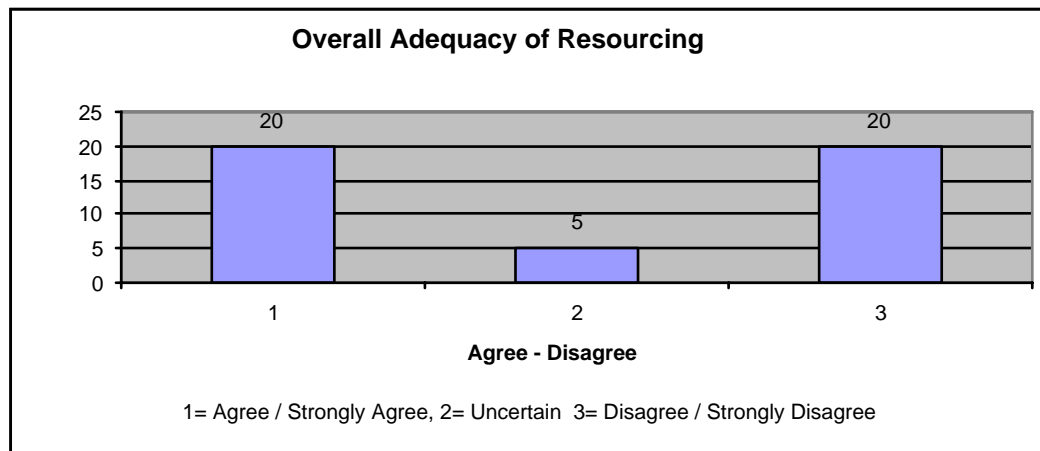
Cathy Wylie, in her report *Self Managing Schools – Seven Years on*, made the following comment with regard to the successful implementation of change in recent times in our schools:

There is no escaping the conclusion that, for those who must make the reforms work at the “chalk face”, increased Government resourcing, coupled with decreased workloads, are the keys to improving educational provision. While school self-management has tapped voluntary resources, and increased professional staff hours and local fundraising, there are some barriers that schools cannot surmount on their own (Wylie, 1997, p.93).

12.3 Findings

Question 20 of the questionnaire directly related to the overall adequacy of resourcing:

Q.20. “I feel that the current levels of resourcing and support for careers are adequate”.

Figure 7**Table 7**

| Overall Adequacy of Resourcing. | | | |
|---------------------------------|-------|-------|-------|
| Response | 1 | 2 | 3 |
| Frequency | 20 | 5 | 20 |
| Percent | 44.4% | 11.1% | 44.4% |

Mean = 2.0

Standard deviation = 0.953

Missing data = 0

On analysing my data the following became apparent:

Careers advisers were evenly divided in their response to the question regarding overall adequacy of resourcing. Of the 45 respondents, 20 agreed or strongly agreed and 20 disagreed or strongly disagreed that overall resourcing was adequate. Five were unsure.

There was a positive correlation between overall adequacy of resourcing and adequate Internet access ($r=.535$), and adequate resourcing and improved resourcing over time ($r=.799$).

Of the 25 careers advisers who provided written comment, 18 responded in a negative capacity, and seven responded positively.

Examples of comments that supported / did not support the notion that there was adequate resourcing are as follows:

Supportive Comments

*I seem to have sufficient for everyday careers.
Anything large e.g. STAR needs to be negotiated, but that's fine.*

I have no complaints about this aspect in our school.

*Support from staff is excellent especially Pastoral
Care Network.*

Unsupportive Comments

*More resourcing could allow my job to be done
better, i.e. more effectively fulfil the NAG. - (National
Administrative Guideline).*

*I am employed as a support person. I live in a tiny
office next to the counsellor. I want a computer for my
use. Given low priority by others.*

*The Government needs to tag the funding so all
careers and transition people get the money. Private
schools get very little.*

Budget is satisfactory, but physical resources inadequate. (Don't have a career centre, or my own office).

12.4 Respondent Reactions

One respondent reflected positively on the school academic focus. They saw this focus influencing students' abilities to reach their full potential.

I have not had any difficulties as the school is focussed on academic achievement so there is good support to help students achieve their potential.

Negative comments tended to focus on funding, staffing, ancillary assistance and once again the re-occurring theme of insufficient time to be effective in the role of careers adviser.

One respondent commented that;

There is never enough money.

Where as another noted that;

We need more funds for staffing.

In addition, the three written comments below provide general reflection of how careers advisers feel with regard to a shortfall in time.

Transition and Careers Budget - the resource. I am short of time.

More time, more support.

More time is needed.

Moreover, there was recognition of the area of careers continually expanding over time and the need for growth to keep pace with change.

The importance of this area grows continually and schools struggle to keep up.

One careers adviser recommends that there be a full time position for careers in schools so that students are better prepared with career choices on leaving school.

If the students are to get sufficient time and plan their careers it (careers adviser) needs to be a full-time position.

Some schools have seen the value of this and have made such a staffing commitment.

12.5 Implications

The nature of the careers advisers' role has changed in recent times and the provision of school wide careers programmes from year 7 and above has required some schools to reconsider their allocation of resourcing.

Some schools have adjusted internal funding models to better support the increased workload and expected outcomes of careers advisers.

Insufficient resourcing experienced by some careers advisers, has resulted in expressions of frustration. Almost all careers advisers surveyed were committed to providing high levels of service, but some have repeatedly cited frustrations associated with time allowance, access to professional development, funding, the profile of the careers curriculum and the status of its delivery, within the school context.

Some schools are more adequately resourced than others. Consequently, there is variance in the level of service provision for students.

Conclusions

1. Summary

As a result of my investigation, I have been able to present a picture of current levels of resourcing and support for careers advisers in Canterbury secondary schools. While this research does not reflect a comprehensive representation of actual school environments, it does provide an insight into the conditions currently being experienced by careers advisers.

Findings have indicated that there is difference in resourcing and support among schools. Each school makes its own decision as to how it will allocate funding, staffing and resourcing. Decisions are predominately made at the discretion of school management teams (school Principals and BOTS). In the majority of cases the indication is that this system works well and careers advisers reflected a largely positive portrait of their work environment. In contrast, however, some individuals expressed concern that the management of resourcing was not being handled in a manner that sufficiently supported their work environments.

The most commonly agreed on deficit in terms of resourcing for careers advisers related to time. There was major support for the concept that there was not enough time allocated to the area of careers. Careers advisers were using their own time, out of school hours, to try and manage their workload, and some admitted to leaving tasks until the holiday period as there was simply not enough time allocated to complete tasks.

Professional development opportunities for careers advisers, on the whole, were available. Access to these opportunities, however, was hindered by lack of time and funding to attend.

Some careers advisers expressed the view that their satisfaction levels were directly due to a supportive and emphatic management team. The levels of appreciation afforded by management significantly influenced feelings of self worth and subsequent positive attitudes towards their performance. Those who received praise and acknowledgement, along with adequate resourcing were overall more positive in their responses than those who felt threatened, under resourced or undervalued in their roles by management.

Schools manage their internal organisation to the best of their ability and allocate resourcing according to their own greatest needs, however they are required to adhere to prescriptive educational and administrative guidelines and parameters.

Schools and more specifically careers advisers are charged with the task of educating school leavers in preparation for employment in the new knowledge economy. Some schools are required to perform this task with insufficient resourcing.

2. Limitations of the Research

The design of this research has enabled me to investigate current levels of resourcing and support for careers advisers on a small scale. Although the return rate of responses was good (84.9%) the sample was restricted to Canterbury secondary schools and the findings can only be located within this sample and not confidently generalised to fit a national scene. Some inference can be made, but subsequent investigation of this nature, with a wider sample group, would provide more definitive representation.

In addition to the above, supplementary interviews with parents and school board members would assist with the development of a more wide-ranging picture of the levels of resourcing and support.

Furthermore, seeking information from the students who use the careers service in schools would assist in the development of a more comprehensive picture.

Moreover, the opinions of Work and Income New Zealand (WINZ) staff, employers and tertiary education providers could be sought as to how well they feel that school leavers are prepared for their chosen careers as they enter into varying roles in society.

Another limitation can be described as individual careers adviser's interpretations of the questions contained in the questionnaire. Responses provided in relation to the scaled level of agreement / disagreement were not always supported with an equally positive or negative written comment. Some written comments were contradictory to the respondent's initial indication of agreement / disagreement.

Each respondent viewed the questions in the context of their setting, and subsequently interpreted them according to their own worldview. Interpretations cannot be standardised, and reflect the perception of the individual at the time of response.

3. Recommendations

It is recommended that:

- Secondary schools within Canterbury are resourced to provide adequate staffing for the effective management of careers education.
- Unified staffing ratios be applied within and between schools, to create a more equitable environment for students.
- Careers advisers should be employed in full time positions, with minimum or no curriculum teaching loads, if they are to effectively manage their workload and assist their school in the meeting of the National Educational Guidelines.

- In addition to a full time careers adviser, schools provide administrative support in the area of careers. This support should be standardised within and between schools, according to school size.
- Nationally determined teaching hours for careers be regulated, so all schools allocate sufficient time for careers teaching and advising.
- Adequate access to professional development for careers advisers be mandatory. All careers advisers should be provided with funding, relief teachers and time to attend courses and conferences in association with their profession. They should be made aware of up and coming professional development opportunities and be able to select options that best suit their needs.
- Professional development and training opportunities should be linked to performance appraisals.
- Careers advisers should be adequately resourced with an appropriate physical environment, for example, a careers suite. This careers suite should allow for the display of careers based material, whole and group teaching and interactive learning.
- Careers advisers should be encouraged to form close alliances with other careers advisers in and between secondary schools.
- Funding formulas should be made public to all school staff, with an opportunity for negotiation if perceived shortfalls occur.
- School management teams be seen to value the area of careers within the school environment and the staff who work within this area.

The basic principles outlined here are used as a basis for forming national guidelines for career adviser provisions in secondary schools. Further research however, is required at a national level to complement my research completed in the Canterbury region.

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**Support and Resourcing for Careers Staff
in Canterbury Secondary Schools: A Questionnaire**

Name _____ School _____
Position _____ Date _____

The following questions require some information relating to your particular school.
Please respond with either the information required or with a 3 in the appropriate box. In some cases there is also room for comment.

1 Are you employed as a full time staff member? Yes ☐
No ☐

2 How many hours a week are dedicated to the following?
a) Careers No. of hours: a) _____
b) Transitions b) _____
c) Work Experience c) _____
d) Counselling d) _____

3 How many other staff members at your school are employed to teach in careers? Please include yourself and part time staff in this total. No. of staff: _____

4 In addition to your role in careers do you have a curriculum teaching load? Yes ☐
No ☐

5 If yes, how many teaching hours do you have a week? No. of hours: _____

6 In addition to your role in careers, are you the school counsellor? Yes ☐
No ☐

7 Do you have extra curricular tasks within the school in addition to your careers role eg camps, sports teams? Yes ☐
No ☐

Please List:

8 If yes, how many hours a week would you spend on extra curricular tasks? No. of hours: _____

9 Are you a registered teacher? Yes ☐
No ☐

10 How many hours of ancillary assistance for careers are there per week? No. of hours: _____

11 How many pupils are there currently enrolled at your school?

Total no. of students

Total no. of seniors

(Yr 11-13)

- 12 How is resourcing (e.g.: budget, staff, space, etc) allocated for careers i.e. who makes the decisions?

Comment

- 13 What, if any, formula is used for this decision-making?

Comment

Please read the following statements carefully; then tick one of the boxes to the right where:

SA = Strongly agree, A = Agree, U = Uncertain, D = Disagree, SD = Strongly disagree, NA = Not applicable

- 14 I feel that I receive adequate professional development/training in the area of careers to effectively complete my key tasks.

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SA | A | U | D | SD | NA |

Please comment:

- 15 I feel that the time allocation given to careers in my school is sufficient.

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SA | A | U | D | SD | NA |

Please comment:

- 16 I have sufficient access to Internet facilities for careers teaching purposes.

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SA | A | U | D | SD | NA |

Please comment:

- 17 The physical space I have to display careers information is sufficient.

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SA | A | U | D | SD | NA |

Please comment:

18 I am able to meet individually with each pupil in the senior school (Yr 11 - 13) about their career options on leaving school.

☐SA

☐A

☐U

☐D

☐SD

☐NA

Please comment:

19 Since beginning this position, the resourcing of the careers environment has improved.

☐SA

☐A

☐U

☐D

☐SD

☐NA

Please comment:

20 I feel that the current levels of resourcing and support for careers are adequate.

☐SA

☐A

☐U

☐D

☐SD

☐NA

Please comment:

21 General Comments related to any of the above information:

22 I would be willing to be contacted by phone after the questionnaires have been collated and analysed.

Yes

☐

No

☐

If yes, phone no:

Thank you for your time. Please return this questionnaire using the pre-addressed envelope supplied by the 7th May.

Appendix B

«FirstName»«LastName»

«JobTitle»

«Company»

«Address1»

«Address2»

«City»

10/10/2006

Dear «FirstName»

I am an M.Ed student in my final year of study with the University of Canterbury. You may also know me as the Liaison Officer for the Christchurch College of Education.

This year I am completing an M.Ed thesis and would like to take this opportunity to invite you to participate in the attached questionnaire. I have kept my questions to a minimum in order to take up as little of your valuable time as possible.

My research topic relates to **current levels of resource and support for careers staff in secondary schools in Canterbury**. I understand that your school may also currently employ counselling, transition and work experience staff.

Your insights into current levels of support and resourcing for careers, within your school context, would be invaluable for my study.

School and individual confidentiality will be protected at all times throughout my investigation, i.e. you or your school will not be named.

My study supervisors at the University of Canterbury are Judi Miller and Bob Manthei.

Please take ten minutes answer my questions and provide me with vital information. Also, please use the postage paid, pre- addressed envelopes to return the questionnaire to me by the 7th May.

I am more than happy to share my findings with you.

Many thanks for your support.

Kind regards

Diane Lynes.